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ABSTRACT

Since 1985, a group of scholars has formed the School Expansion Workshop to examine empirical evidence for causal theories of school expansion. This book contains a collection of articles that are the result of the workshop's annual meetings. Specifically, the book asks, What forces are driving the spread of mass schooling? The preface, by Bruce Fuller and Richard Robinson, is titled "Does the State Expand Schooling? Review of the Evidence." Part 1 focuses on how popular demand for more schooling is constructed, largely but not exclusively by political actors. Chapters include: (2) "The Rise of Popular Literacy in Europe" (David Mitch); (3) "Building the Institution of Mass Schooling: Isomorphism in the Modern World" (Francisco O. Ramirez and Marc J. Ventresca); (4) "Institutions, Citizenship, and Schooling in Sweden" (John Boli); (5) "Western versus Islamic Schooling: Conflict and Accommodation in Nigeria" (William R. Morgan and J. Michael Armer); and (6) "Legitimizing the State's Involvement in Early Childhood Programs" (Sorca O'Connor). Part 2 focuses on relationships between education and the economy. It argues that the right question to ask is Under what conditions does education increase economic growth? The articles include: (7) "Specifying the Effects of Education on National Economic Growth" (Richard Robinson and Bruce Fuller); (8) "Educational Expansion and Economic Growth in the Modern World, 1913-1985" (Aaron Benavot); and (9) "The Economics of School Expansion and Decline" (Walter W. McMahon). Part 3 focuses on how the state and other institutions endeavor to supply mass schooling. Articles include: (10) "Strong States and Educational Expansion: France versus Italy" (Jerald Hage and Maurice Garnier); (11) "Who Should Be Schooled? The Politics of Class, Race, and Ethnicity" (Pamela Barnhouse Walters); (12) "The Politics of American Catholic School Expansion, 1870-1930" (David P. Baker); and (13) "Historical Expansion of Special Education" (John G. Richardson). In part 4's single article, "The Social Construction of Motives for Educational Expansion," John W. Meyer concludes the volume with the question, "What institutional conditions allow central agents, such as the state, to become credible actors in expanding and reinforcing the authority of mass schooling?" He

focuses on the underlying faith that legitimates central actors when they argue for the virtue of building more schools. (Contains 340 references, an index, and information about the authors.) (LMI)

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